

IMPACT OF ORGANISATIONAL CULTURE ON JOB INVOLVEMENT:

A STUDY OF HIGHER EDUCATION INSTITUTIONS IN MUMBAI

NIDHI CHANDORKAR

Assistant Professor and BMS Coordinator, Department of Management Studies, Bunts Sangha's S. M

Shetty College of Science, Commerce & Management Studies, Powai, Mumbai, Maharashtra, India

ABSTRACT

The higher educational institutions in India have been increasingly exposed to rapid changes due to change in syllabus and due to realisation of industry-academia gap. These changes can be incorporated effectively only when the educators (teacher or facilitators) are willing to adapt these changes. The changes are expected to be incorporated not only in the course and syllabus contents but also in the way students (learners) want to learn. To bring these changes, the teacher has to be highly involved in the job. One of the factors, which have immense impact on the employees' behaviour towards the job, is the organisational culture. Organisational culture can be considered to have three layers – the basic philosophy of the organisation's top management; the value systems, policies and practices the management wants to embed in the system; and finally the artefacts, that are the visible components of organisational culture. The earlier researches have shown that Job Involvement, especially in case of knowledge workers like teachers, to a great extent depends on organisational cultural factors like fairness in reward and recognition, environment of trust, space for innovation etc. The present research is an attempt to understand that to what extent the organisational cultural factors work as determinants for job involvement in college teachers.

KEYWORDS: Higher Education, Educators, Job Involvement & Organisation Culture

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INTRODUCTION

Higher education institutions in India are undergoing massive change in its approach of providing education. With time, the gap between academics and industry is diminishing. The under graduate and post graduate institutions are providing more and more of industry-relevant contents in conventional courses; introducing new versions of conventional course; or are providing all together new verticals of courses which directly enhances the employability of the learner. To make the learner more employable, the institution demands the facilitators (or teachers) should not only possess in-depth conceptual knowledge, but also to continuously update it and use innovative teaching methods. In short, the teacher has to continuously evolve.

To evolve continuously, the teachers need to identify themselves with their jobs. The degree to which teacher donates its time and energy, in bettering his/her performance depends on to what extent one feels the importance of work in one's self-image. This degree of psychological identification with work is said to be Job Involvement (JI).

Job Involvement has a strong relationship with performance, quality of work-life and eventually job satisfaction. There are multiple internal and external factors which influence the level of JI of an individual. One of

the major external factors is Organisational Culture (OC) and climate.

The University of Mumbai has many courses running under many categories. These courses are undergoing evolution to bridge the gap between education at under-graduation and post-graduation level and that of the industry demand. Hence, the teachers are also expected to raise the bars of their performance and upgrade continuously. The colleges need to create a culture, which provides all necessary support and resources for enhancing performance level of the teachers.

REVIEW OF LITERATURE

The higher education sector is one of the most important pillars of our social system, which help in shaping the mind, attitude and behaviour of the youngsters. This makes the facilitators i.e. the teachers of higher education a very important stake holder of our social system. Their job related behaviour is very crucial for the success of their institution and their students. One of the most significant job related behaviour is Job Involvement for them. Their low level of job involvement will lead to adverse effect on students and eventually on the social system.

Teaching is a job of responsibility. A teacher at higher education level does not only impart information and knowledge, but also shape the personality of the students. It is said that the personality of the teachers have a huge impact on the students. A highly involved teacher is not only satisfied, but is more committed and self-motivated. They are psychologically attached to the job, and hence continuously try to improve their performance.

In the year 1965, Lodahl and Kejner defined Job Involvement as the degree, to which, a person's work performance affects his self-esteem. For an involved employee, it finds his work intrinsically rewarding, as for him, work is an opportunity of self-expression. The employees, who are highly involved are said to be working with their hand, head and heart. An involved employee connects physically, cognitively and emotionally with his job yielding better performance by innovation and hard work. The employees are psychologically attentive, conscientious, sentimental, integrated focussed and associated with their job. Therefore, it goes without doubt that a well-motivated and involved workforce is the key to organisation's success.

According to a research conducted at Universiti Malaysia Perlis, employee satisfaction and organisational citizenship behaviour has a strong relationship with job involvement. According to other research conducted in this field, there are three categories of factors, which influence the degree of job involvement of the employees

- **The Demographic Profile and Physical factors of the Employees:** The parameters under this profile are age, gender, education level, civil status, designation or position in the organisation, years of experience, salary or remuneration system.
- **The Level of Commitment of the Employee:** According to Allen and Meyer (1990), commitment can consist of affective identification and attachment with the organisation and normative interests. The level of commitment can be assessed using the parameters like pursuit of continuity and respect for norms of the organisation.
- **The Profile of Organisational Culture:** With respect to Job Involvement, the parameters of Organisational Culture are work environment, degree of autonomy, environment for self-expression, recognition and competitiveness, growth opportunities, communication, leadership style, sharing knowledge and information, rewards and benefits.

The Profiles of Highly Involved Force which can be seen are

- These people have internal motivation and high self-esteem.
- Their conduct is in conformation to work ethics that, doing the work with high degree of dedication and commitment itself is an end achieved
- The researches have shown that there is no significant relation between demographic features like age, gender, length of service to the organisation or overall experience, salary, civil status etc.
- They respect their work as they find it meaningful, challenging and the complexity of the task seems to be an opportunity to develop new skills.
- They view their work in holistic manner i.e. as component of the organisational system and not in isolation.
- They generally tend to have higher job satisfaction level
- The job-involved people have stronger tie with their organisation, hence have lesser chances to leave it.

What are the consequences of low involvement? How would you identify employees with low involvement? The opposite of Job Involvement is Alienation (Kanungo, 1979, 1982a). Low Job involvement has different symptoms, when you compare it with low job satisfaction and organisational commitment. A Job involvement talk about how important is the job for an employee, and satisfaction talk about the satisfaction employee obtains from his/ her job. At the same time, organisational commitment is the bonding with the organisation and job involvement is bonding with the job. The degree of job involvement depends upon the empowerment, information, knowledge and rewards. But, researches have shown that the job involvement do not have direct relation with performance of an employee.

The concept of culture, which has defined again and again, is said to be a combination of climate that an organisation has developed over the years for handling people, their performance and attitude (Schein, 2004). Organisational Culture can be defined as set of the distinctive norms, beliefs, principles and ways of behaving that combine to give each organisation its distinct character (Arnold (2005, p 625)). The culture of an organisation has determinants, which are well explained using the seven OCPs (Organisation Cultural Profile). The seven OCPs in the context of higher education institutions are (originally used by Charles A. O'Reilly III, Jennifer Chatman, and David F):

- **Detailed Orientation** – These institutions value precision. Each element of teaching-learning process has been given importance and is continuously developed for betterment of the students. High degree of detailed orientation can, on one hand, give rise to perfection but refrain the teachers to innovate due lack of time and resources.
- **Innovative** – Teachers are encouraged to try new or non-conventional techniques of enhancing teaching learning experience. Also, liberty to come up supportive activities, which will be beneficial for the students. Institutions may not be open to high degree of innovativeness as it may cost dearly to them in case of failures.
- **Aggressive**–The institution can be said to have high degree of aggression, if the employees are encouraged to put efforts so as to enhance its reputation as compared to others.
- **Outcome oriented** – Each institute may differ in their approach in terms of defining the outcome. For some institutions, well-placed alumni are the metrics for outcome; for others, it may be results of their students. The

institutions, which focus on the results may prefer “stick to the knitting business” approach and will not utilize its resources on extra-curricular and co-curricular activities.

- **Stability** – Organisations looking for greater stability have rigid systems leading to lesser innovation and low involvement. These cultures prevent quick action and, as a result, may be a misfit to a changing and dynamic environment.
- **People Oriented** – They are the institutions which believe in the fact that if they take care of teachers, teachers will take care of creating an advanced teaching-learning system. These institutions not only make sure that the teachers are appropriately remunerated, but also provide benefits and quality work life. Institutions, which design creative perks for teachers who are more innovative and involved generally, are more agile towards change. People orientation in educational institutions should be towards the higher side, as success and growth of the institutions depends upon these knowledge worker and their involvement.
- **Team Oriented** – The institutions with high team orientation emphasize on cooperation and cooperation amongst the employees. The educational institutions, if are highly team oriented, will encourage the learning from each other. The environment will provide opportunity to share ideas for better education and dealing with problems.

OPERATIONAL DEFINITIONS OF THE TERMS

- **Job Involvement:** It is a degree to which, an individual recognizes himself/herself with the job and continuously work to upgrade performance by upgrading knowledge, on the basis of the requirement of the university’s changing course requirements.
- **Organisational Culture:** The Organisational Culture is a system of shared beliefs and attitudes, that develop within an organisation and guides the behaviour of its members. More comprehensively, Organisational Culture can be defined as the philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms that knit an organisation together and are shared by its employees.
- **Teachers:** In the present study, the teachers are the individuals who are working in the degree colleges under University of Mumbai and are having a job of imparting information, knowledge and develop skills among the college students.
- **Higher Education:** The education, which is provided by degree colleges under non-professional courses category under University of Mumbai.
- **Institutions:** The present study refers colleges providing education at under-graduation level and post-graduation level as institutions.

RESEARCH PROBLEM

An organisation is only good as its people. The more involved the employee is, more engaged, enthusiastic, innovative and productive he is to the organisation. In the higher education sector, the teachers need to be highly involved to cope with the changing education trend and expectation of the learners. The research aimed to identify the parameters of organisational culture, which will help in enhancing the level of involvement of teachers of the said sectors.

STATEMENT OF OBJECTIVES

The present research has been undertaken to accomplish the following objectives.

- To study the significance of the job involvement in the employees.
- To examine the importance of Job Involvement in the teachers of higher education institutions.
- To find out the key determinants of the organisation culture of the institutions, which influence the level of job involvement of the teachers.
- To raise managerial and organizational implications, for research and practice, in enhancing job involvement of teachers based on the findings of the study.

RESEARCH METHOD USED

The research undertaken describes the prevailing organizational culture, and helps in exploring relationship between elements of organizational culture and job involvement. Hence, the research can be said to be both descriptive and exploratory in nature.

Research Approach: The study makes use of both qualitative and quantitative research approach. While qualitative approach will help in describing the organizational culture, the quantitative research will allow the researcher to examine relationships and differences among variables.

Data Collection: The data has been collected from both primary and secondary sources. The secondary sources are mainly journals; books are related on line sources. The primary data was collected from teachers working in higher education institutions. The technique used is sample survey, using convenient sampling. The tool used was questionnaire, comprising both open ended and closed ended questions. The sample size was 53; the responses considered for interpretation were 50 (due to response error).

PRIMARY DATA AND INTERPRETATION

The responses of sample survey can be interpreted as follows.

- Teachers are not attracted towards opportunities to learn new subjects, if their efforts are not fairly rewarded (80%), they are not paid fairly (100%) and if they do not have time to acquire new knowledge within working hours (80%).
- The teachers are motivated to take new challenges like taking the subject or teaching the class, which is not of their choice when the culture of the organisation is such that the employees suggestions are considered (83.33%), they are rewarded appropriately (66.67%), they can talk about their mistakes and problems to higher authorities (83%) and get more time for enhancing their knowledge within college hours (50%). However, remuneration based on government regulations was not important criteria for them (approx.30% found remuneration satisfactory).
- Those teachers are not willing to bring in innovation in their teaching methodology, who find that there is no fair and appropriate recognition and reward for hardwork (75%), there is lack of trust and conduciveness in the environment (60%). They are already putting majority of their efforts in the activities other than teaching; hence

do not find time for knowledge enhancement during college hours (75%).

- Teachers, who are generally not free to bring in changes in their teaching methodology, do not find that the same subjects provide opportunity to learn something new every time one takes it (80%).
- Teachers, who are more involved and are ready to give more than duty-hours for improving deliveries, when they are given more autonomy and are appropriately recognized (80%).

CONCLUSIONS

The present study helps in identify the determinants of organisational culture, which helps in bringing more job involvement among the teachers in higher education sector. If the teachers are provided with fair remuneration, fair rewarding system and time and facilities for self-development and learning, they would take up new subjects or embed changes for better outcome. If the management is open for suggestions and create an environment of trusts that employees are heard, the employees are ready to innovate and exhibit better performance. They should also be freed for other administrative work, so that they can focus more on their core job. Freedom and support to bring in new techniques for teaching will encourage the teachers to put more efforts in their regular subjects of teaching. Teachers should be provided with autonomy like any other knowledge workers for better involvement. Hence the findings are that, the following factors are important to be considered for better involvement of employees.

- Appropriate and fair system of rewards and recognition.
- Greater degree of autonomy and opportunity to innovate in their area.
- An environment of trust and communication is important for addressing concerns.
- Higher authorities should be open for suggestions.
- An ecosystem which provides space for self-development is important.
- Equal and fair remuneration for the employees.

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